

# Wisconsin Forward Exam DAC/SAC Training 2019 Updates

**What's  
New?**

**Updates**

**Reminders**

# Agenda

- Key Dates
- Confidentiality Agreements
- Accessibility Guide
- TTS vs. Read Aloud...Support vs. Accommodation
- Staff Preparation

- Test Administrator Training
- Updated TDA and new resources
- Test Times/Sessions
- COS
- Unlock/Purge
- Reporting



# 2019 Key Dates

<http://dpi.wi.gov/assessment/forward/calendar>

Event	Date
Accessibility Guide and Training available	October 1, 2018
eDIRECT Guide available	January 21, 2019
DAC Update Training- Recorded Presentation	January 28, 2019
NEW DAC Training- Recorded Presentation	January 28, 2019
Test Administrator Training- Recorded Presentation	February 4, 2019
Student Tutorials available	February 11, 2019
Administrator Tutorials available	February 11, 2019
Online Tools Training available	February 11, 2019
Optional Add Accessibility Features Window in eDIRECT	February 11 – 22, 2019
Assign Individual Student Designated Supports and Accommodations in eDIRECT	March 4, 2019
Access to eDIRECT Test Sessions and Individual Student Information	March 4, 2019
Forward Exam Testing Window	March 18 – May 3, 2019
User's Guide to Interpreting Results available	TBD
Individual Student Reports (ISRs) and Summary Data available in eDIRECT	TBD
Hard copies of Individual Student Reports (ISRs) sent to districts	TBD
Public Reports available in WISEdash	TBD

# Confidentiality Agreements

Reminder

DPI

DAC - Send only the DAC signed form to DPI  
(DAC retains the SAC, DTC forms and any other district level forms)

SAC - Send SAC signed form to DAC  
(SAC forms retained at the district level)

Proctor, TA, STC, and any school staff involved in the testing process - Send signed forms to the SAC

Forms available at:

<http://dpi.wi.gov/assessment/forward/security>



# What's New for 2019

- Updates to the Accessibility Guide
- Updated Tutorial Videos
- Test Administrator Training
- Consolidation of manuals/guides
- New Decision Tree (EL)
- Central Office Services (COS)
- Science Test
- New TDA Resources
- New TDA Layout and Tools in eDIRECT

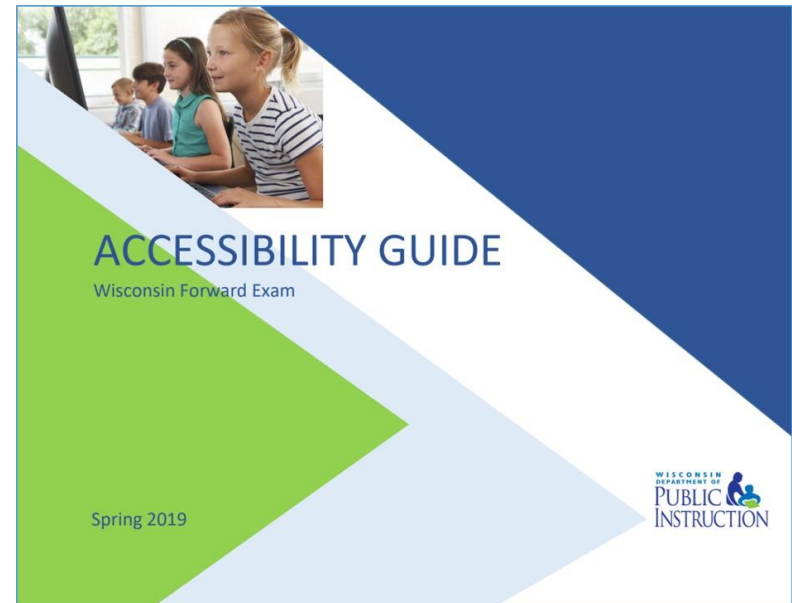


**UPDATED!**

# Accessibility Guide

The Accessibility Guide provides information for educators and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for students who need them.

There have been a couple updates to the guide this year. Be sure to review the updated guide completely with staff.



<http://dpi.wi.gov/assessment/forward/accommodations>



# Read Aloud in Spanish



- Read aloud in Spanish allows the student to listen to the Spanish translation (stacked) test information displayed on the screen, read to them by a qualified human reader in Spanish.
- Words and numbers, test directions, questions, answer choices, and other information is read aloud in Spanish by a human reader and can be repeated as necessary.
- For English language arts (ELA) only the test directions may be read aloud in Spanish.

See the Accessibility Guide for more information.

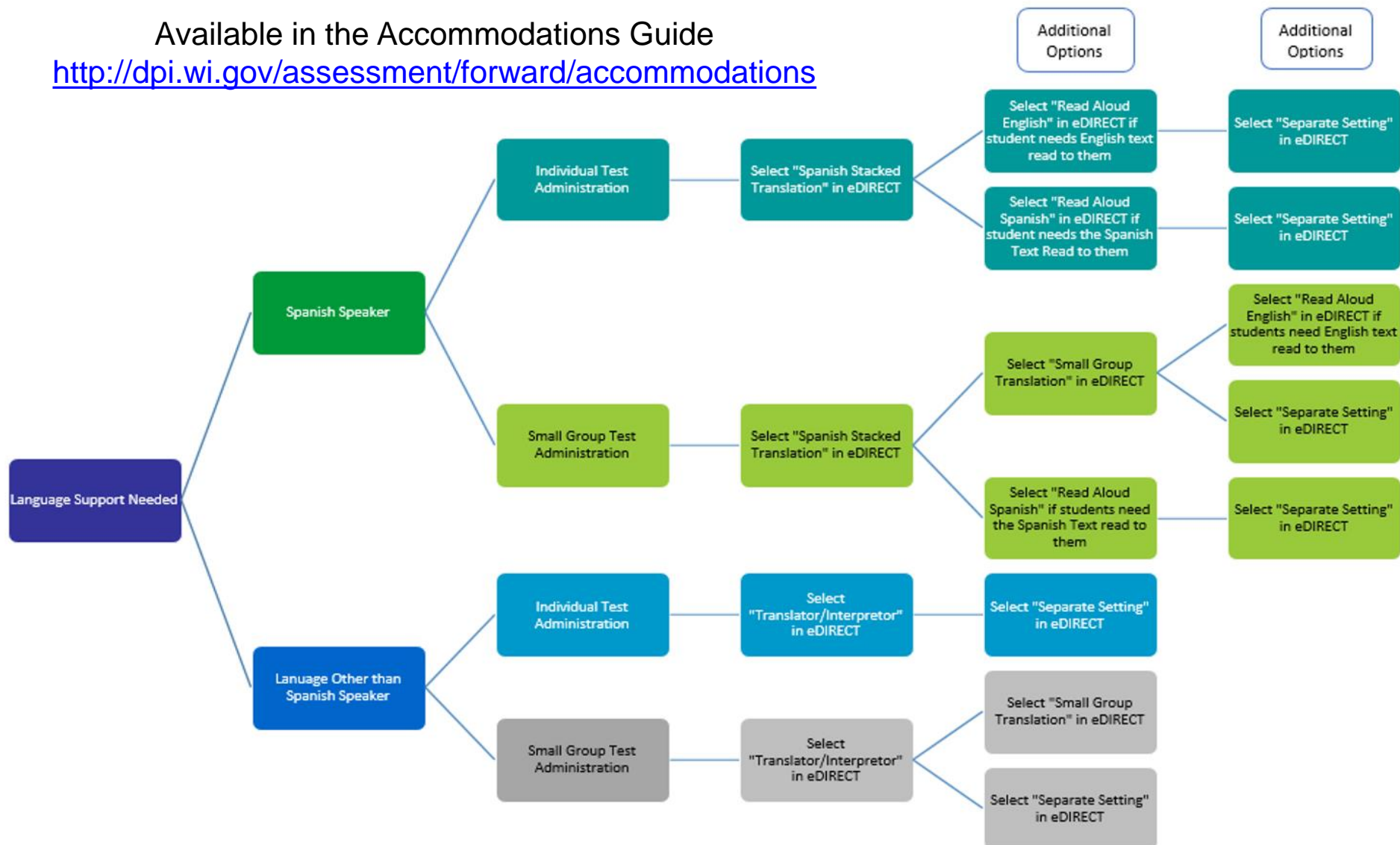


# EL Support Decision Tree



Available in the Accommodations Guide

<http://dpi.wi.gov/assessment/forward/accommodations>





# Removal of the TTS Accommodation



The TTS **accommodation** has been removed from the allowable accommodations for the Forward Exam.

- This **accommodation** was only allowed for newly blind students, learning braille but were not yet proficient and had that need documented in an IEP/504 plan. It allowed this very small number of students to listen the computer read the **ELA** test information displayed on the screen, including test directions, questions, answer choices, and **ELA reading passages**.
- These same students will still be permitted to use the Read Aloud **accommodation** but the DAC must submit a request for Read Aloud accommodation form for approval by DPI prior to use.



# TTS vs. Read Aloud

## Designated Support vs. Accommodation

Reminder

### TTS Designated Support

Available for all content areas

Read by the computer

As reading ability is being tested in ELA session 4, it will not read the reading passages in that session.

May be provided to any student with a documented need including those with and IEP or 504 plan.

Should be used for the majority of students requiring text content read to them for standardization purposes.

### Read Aloud Designated Support

Available for all content areas

Read by a human reader

As reading ability is being tested in ELA session 4, it will not read the reading passages in that session.

May be provided to any student with a documented need including those with and IEP or 504 plan.

Should only be used by students who have difficulties with the computer voice such as students with autism, hearing difficulties, etc.

### Read Aloud Accommodation

Only available for ELA

Read by human reader

In addition to reading all directions, questions and answer choices, it will allow the reading of the reading passages in ELA session 4

May only be provided to a student with visual impairments who is learning braille but not yet proficient and whose need is documented in an IEP or 504 plan, with prior approval from DPI via request form.

# Staff Preparation

Reminder

DACs/SACs are responsible for training all staff in the policies and procedures of:

- Test Administration
- Accessibility
- Test Security



# Required Resources/Trainings by Role

## DACs/SACs

- DAC/SAC Training
- Test Administration Manual
- Accessibility Guide
- Test Administrator Training Video
- Test Security Manual
- eDIRECT Guide
- DAC/SAC Checklists
- User's Guide to Interpreting Results

## DTCs/STCs

- DTC Technology Training
- Technology User Guide
- Technology Readiness Resources

**UPDATED!**

## Test Administrators/ Educators

- Test Administration Manual
- Test Administrator Training Video
- Test Security Manual
- Accessibility Guide
- Administrator Tutorials on how to use the embedded accessibility features



# Suggested Additional Resources/Trainings

## DACs/SACs

- Administrator Tutorials
- Accessibility Training Video
- Test Security Video
- Forward Exam FAQ

## DTCs/STCs

- DTC Q&A Webinars
- Technology Readiness Resources

## Test Administrators/ Educators

- Test Security Video
- Accessibility Training Video
- User's Guide to Interpreting Results
- TDA Resources

**UPDATED!**



# Test Administrator Training Recorded Presentation

- Walks educators (TAs) through what they need to know to proctor a valid and reliable test.
- They will learn what they need to do prior to testing for both themselves and their students.
- TAs will also receive instruction for administration.

**UPDATED!**



# Student Preparation

Reminder



Student  
Tutorials



Online  
Tools  
Training



Item  
Samplers



Test Prep

- Familiarity
- Less Anxiety

Ensure that teachers are teaching to the curriculum and not to the test, as teaching to the test narrows the focus of instruction to only that content covered by the test.



# New Look of the TDA



## WBTE Preview

Question 1



833880 // Albert Einstein



### The Legend of the Black Fish

based on a Native American Legend

Long ago, a young man named Natsilane lived on the Pacific Northwest Coast. Natsilane had many talents, including woodcarving. Some people were jealous of Natsilane's talents because they thought he would be chosen as the next chief.

Natsilane could carve just about anything out of any type of material including rock and wood. His favorite material to work with was wood, and his wood carvings were of people, plants, and animals. Animals were his favorite to carve. He often went into the forest to observe animals so his carvings would be as realistic and lifelike as possible.

One day, Natsilane decided he wanted to observe water animals more closely than from just standing on the shore. He took a canoe and traveled out into the water. Soon he saw some fish swimming next to his canoe. Then he saw a turtle, which he followed until he was close to an island. Natsilane decided to stop at the island and explore it. When the canoe was close enough to the shore, Natsilane leaped out of the canoe and swam to the island's shore.

Natsilane started to explore the island. He was amazed by the many different plants and birds that lived there. Natsilane lost track of the time

Page 1 / 4

*(Practice Hint: Use the Sticky Notes tool to write ideas for your response. When you are ready to respond, begin typing in the answer box.)*

Both passages focus on creatures from two different species helping each other. Write a response explaining how both passages show ways in which people and animals help each other. Use evidence from **both** passages to support your response.

#### Writer's Checklist

 Enlarge

Click To Respond

Review/End Test

Pause

Flag



Options

Next





# New Look of the TDA



**WBTE Preview**  
Question 1

833880 // **Albert Einstein**

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based on a Native A

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Natsilane started to explore the island. He plants and birds that lived there. Natsilane

(Practice Hint: Use the Sticky Notes tool to write ideas response. When you are ready to respond, in the answer box.)

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**Writer's Checklist**  
 Enlarge

Page 1 / 4

**Review/End Test** **Pause** **Flag** **Options** **Next**

# New Look of the TDA



WBTE Preview

833880 // Albert Einstein

Question 1



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Natsilane could carve just about anything out of any type of material, including rock and wood. His favorite material to work with was wood, and his carvings were of people, plants, and animals. Animals were his favorite to carve. He often went into the forest to observe animals so his carvings were as realistic and lifelike as possible.

One day, Natsilane decided he wanted to observe water animals instead of just standing on the shore. He took a canoe and traveled out into the water. Soon he saw some fish swimming next to his canoe. The fish was a turtle, which he followed until he was close to an island. Natsilane decided to stop at the island and explore it. When the canoe was close enough, Natsilane leaped out of the canoe and swam to the island.

Natsilane started to explore the island. He was amazed by the many different plants and birds that lived there. Natsilane lost track of the time

### Writer's Checklist

#### PLAN before you write

- Read the entire passage(s) carefully.
- Read the question carefully.
- Think about how the question relates to the passage(s).
- Organize your ideas on scratch paper. Use a thought map or outline to plan your essay.
- Plan to include multiple paragraphs in your essay.

#### FOCUS while you write

- Analyze and explain what you think about the information from the passage(s) in your essay.
- Support and develop the ideas in your essay by using text evidence from the passage(s).
- Use precise language, a variety of sentence types, and transitions between paragraphs in your essay.
- Organize your essay with an introduction, body, and conclusion.

#### PROOFREAD after you write

- ☐ I included my own thoughts and ideas in my essay.
- ☐ I stayed focused in my writing on answering the question.
- ☐ I included evidence from the passage(s) to support my ideas in my essay.
- ☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- ☐ I re-read the question and my final essay answers the question.
- ☐ I used correct language, a variety of sentence types, and paragraph transitions in my essay.

Write ideas  
Respond,

different  
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evidence  
e.

Review/End Test

Pause

Flag

Options

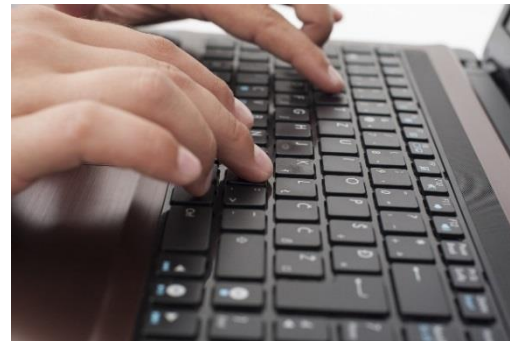
Next



# Additional TDA Updates



- ChromeOS keyboards should be set to US-Keyboard
- Students may now use the tab key to indent a paragraph



# Text-Dependent Analysis (TDA) Sampler

**UPDATED!**



Grades  
3 & 4

Text-Dependent Analysis Sampler



- Updated for 2018-19
- This document contains samples of TDA test questions, stimulus passages, and student responses.
- New writer's checklist added

<http://dpi.wi.gov/assessment/forward/sample-items>



# Additional TDA Resources



- TDA Rubric
- How to Organize a TDA Response
- TDA Fact Sheet
- TDA FAQ
- Tips for Writing a TDA
- TDA Presentation for Educators



# New Science Test



Session 1 - Grade 4 Science

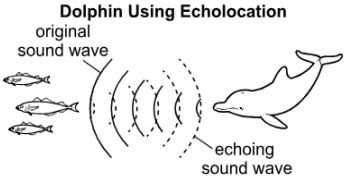
Question 1

Training Student

?

### Seeing with Sounds Underwater

It is difficult to see underwater where it is dark. Some ocean animals, such as dolphins, use sounds to help them understand their water environment. Dolphins produce high-pitched sounds. These sound waves travel through the water until they bump into an object. Then, the sound waves bounce off the object. The echoes of the sound waves return to the dolphin—specifically to the dolphin's jaw. The sounds travel through the dolphin's jaw to its inner ear, where the sounds are translated into nerve impulses that travel to the brain. The way dolphins "see" with sounds is called echolocation.



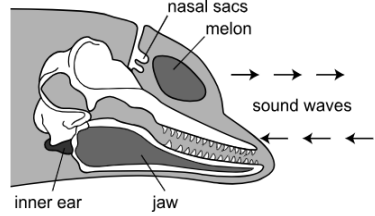
**Dolphin Using Echolocation**

From echoing sound waves, dolphins can learn a lot about an object: its shape, its size, its distance from the dolphin, and whether it is moving toward or away from the dolphin. Dolphins use echolocation to find their way around, to find prey, and to communicate with each other.

Scientists realized that the way dolphins can gather information from sounds could be used for human-made technology. Sonar is one example of this type of technology. Sonar is used by submarines and ships to find their way underwater and locate objects. Similar to echolocation, sonar sends out sound waves and interprets the echoing waves.

[More Text Below](#)

The diagram below shows how dolphins produce and receive sounds.



**Dolphin Echolocation System**

Dolphins make sounds by blowing air through their nasal sacs. These sounds travel into the water through the melon, an organ in the forehead. Returning sound waves are received through the jaw and then sent to the inner ear. In the inner ear, sound waves are translated into nerve impulses and sent to the brain.

Drag the parts of the system into the blanks to model how dolphins use incoming sound waves.

incoming sound waves → → → → →

Parts: nerve impulses, inner ear, jaw

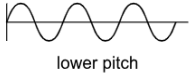
[Click To Respond](#)

to learn more about this item.)

[Enlarge](#)


ves with different pitches.

**duced by a Dolphin**



ch than the original sound wave  
ay from the source. A dolphin  
yn below.

**a Sound Wave**



vs an echoing wave for an object

?

**Goal B**

[Back](#) [Next](#)



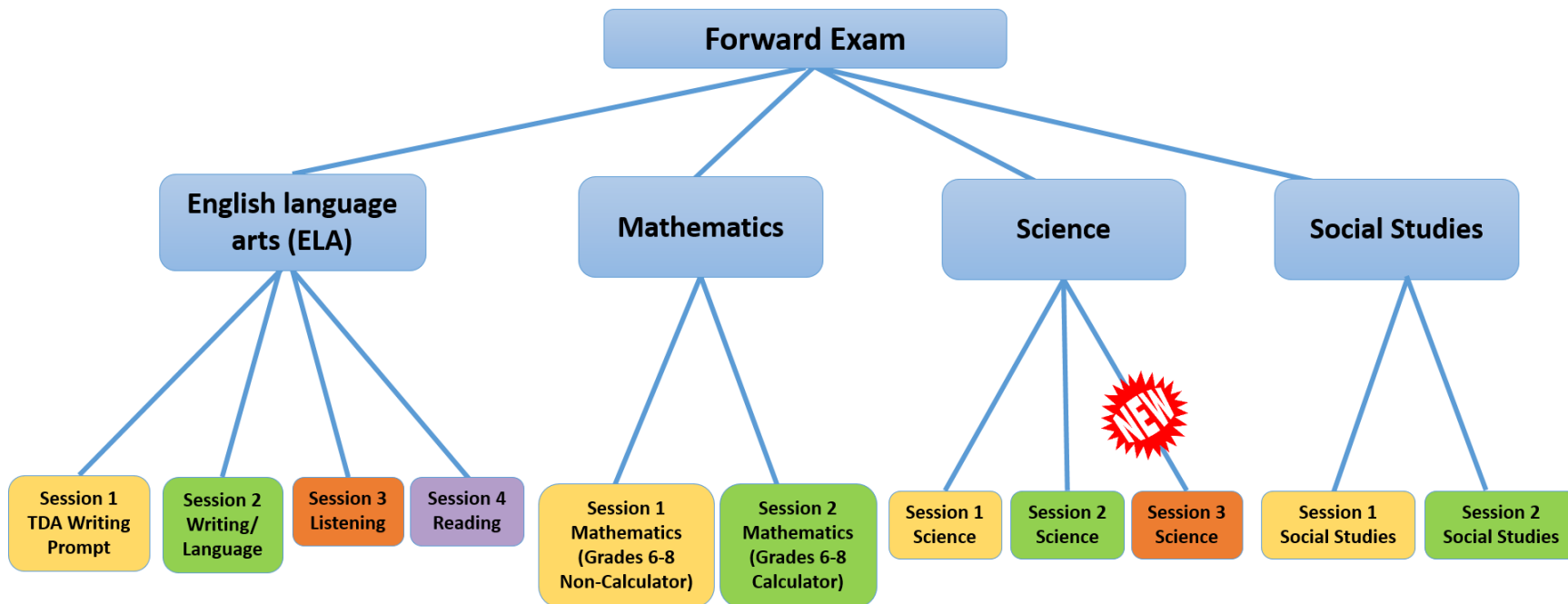
# Forward Exam Test Window

March 18 – May 3, 2019

Content Areas	Grades
ELA and Mathematics	3-8
Science	4 and 8
Social Studies	4, 8, and 10



# Forward Exam Graphic Overview





# Suggested Testing Times

UPDATED!

**The Forward Exam is an untimed test.** The following are suggested testing times provided by DRC to be used as guidance to assist with scheduling the Forward Exam. It is important to remember that students may take more time or less time to complete the test based on effort and ability levels.

Forward Estimated Testing Times (in minutes)				
Grade Level	ELA	Mathematics	Science	Social Studies
3	130	90	NA	NA
4	130	90	120	70
5	130	90	NA	NA
6	130	105	NA	NA
7	130	105	NA	NA
8	130	115	120	70
10	NA	NA	NA	70

Sample test schedules and test blueprints are available at  
<http://dpi.wi.gov/assessment/forward/resources>



# Creating a Test Schedule

Reminder

## Timing

- **Do not wait until the last week or two of the window to schedule your testing for all of your students** (this time should be used for make-ups, new students, technology issues, etc.)
- There are **zero** Extensions of the seven week window

## Back-up Plan

- It is strongly recommended that districts **have a back-up plan** for students and educators if a situation occurs.
- Removing students from a testing situation that is not functioning and returning them to their regular schedule is recommended to keep frustration levels low.
- Build days into your testing schedule for these situations

## Make-ups

- Every attempt should be made to administer make-up tests to students who miss one or more of the scheduled test sessions.
- This includes ensuring any student who moves into your district during the seven week window is tested.



# Central Office Services (COS)

First available for use with Forward in 2018

Central Office is made up of:

1. Central Office Services – Device Toolkit (COS-DTK)
  - Configuration User Interface replacing stand-alone Device Toolkit
2. Central Office Service Devices (COS)
  - Content Management Hosting Services that replaces TSM
  - Delivers test content to student testing devices
  - Usually installed on a central server or dedicated machine

**Reminder**



# Retry Logic Vs. TSM

- The original design of TSM response caching was to allow students to continue testing during a connectivity failure (where the failure is outside the school's network - Internet connection to DRC).
- Retry Logic (part of INSIGHT) – Designed for today's issues (internal network connectivity issues/wifi) Tries to immediately reconnect while the student is testing. The student's answers are saved to the INSIGHT browser until the connection is reestablished.

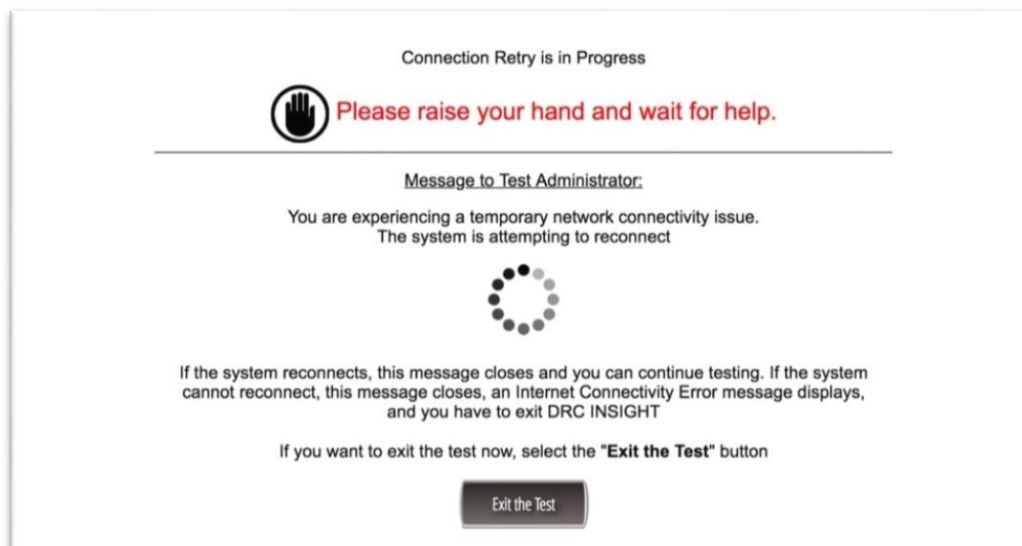


# Extended Retry



If there is a connectivity issue (usually on an internal network – WiFi these days) INSIGHT will:

- Tries to immediately reconnect while the student is testing
- If unable to reconnect, this warning will pop-up on the student's screen, and INSIGHT will continue to try to reconnect for up to 5 minutes.
- You have two options: 1) let it try to reconnect, or 2) exit the test and have the student log in and resume testing later (or at a different station) where they left off.



# Extended Retry (continued)



If you choose to wait and there is no reconnection within that 5 minutes you will receive an error message as shown below.

At this point you will need to click ok and the student will be able to log in at another time (or at a different station if it is not a school wide issue) to continue testing where they left off.



# Managing Users in eDIRECT

Reminder

## Roles and Permissions

- Each role is assigned a specific set of permissions
- Do not add to the preset set of permissions
- Role and Permission matrix is available in the eDIRECT Guide
- Only one DAC is permitted per district
- Only 1-2 assistant to the DAC permitted if needed per district.
- Only DACs, Assistant to DACs, and SACs have permissions to add accessibility features.

## Security

- Each role is given a set of permissions for security purposes
- Each role has a different level of access to student level data for security purposes
- It is essential you assign the correct staff person and their role to the correct permissions (see matrix in eDIRECT guide)

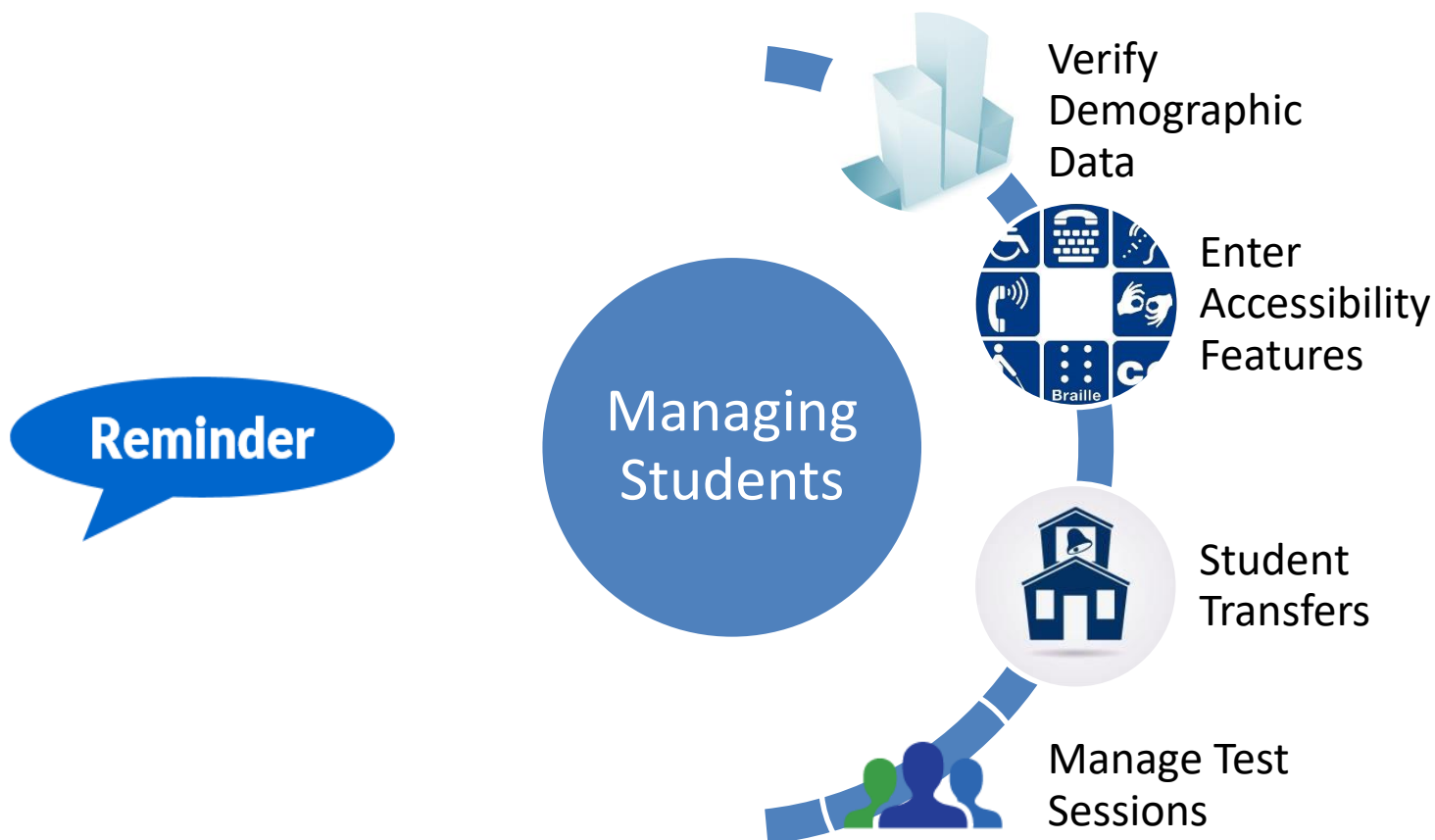
## Access

- DACs add district-level users and SACs to eDIRECT
- SACs add school-level users to eDIRECT
- If there is not SAC the DAC (or Assistant to DAC) is responsible for adding all users.
- DACs were given 2019 access to eDIRECT in early November

Step-by-step instructions are available in *The eDIRECT Guide* at <https://dpi.wi.gov/assessment/forward/resources>



# Managing Students in eDIRECT



Step-by-step instructions are available in *The eDIRECT Guide* at <https://dpi.wi.gov/assessment/forward/resources>





# Adding Accessibility Features

## Reminder



### Optional Add Accessibility Features Window

Two week window (February 11-22)

Allows districts to enter accessibility features for multiple students at once using the multiple student upload (MSU) process



### Individual Student-by-Student Basis

Begins March 4

Features may be entered right up until tickets are printed



### Mass-assign Functionality in eDIRECT

Assign a common accessibility feature (TTS or Color Contrast) at one time for multiple students

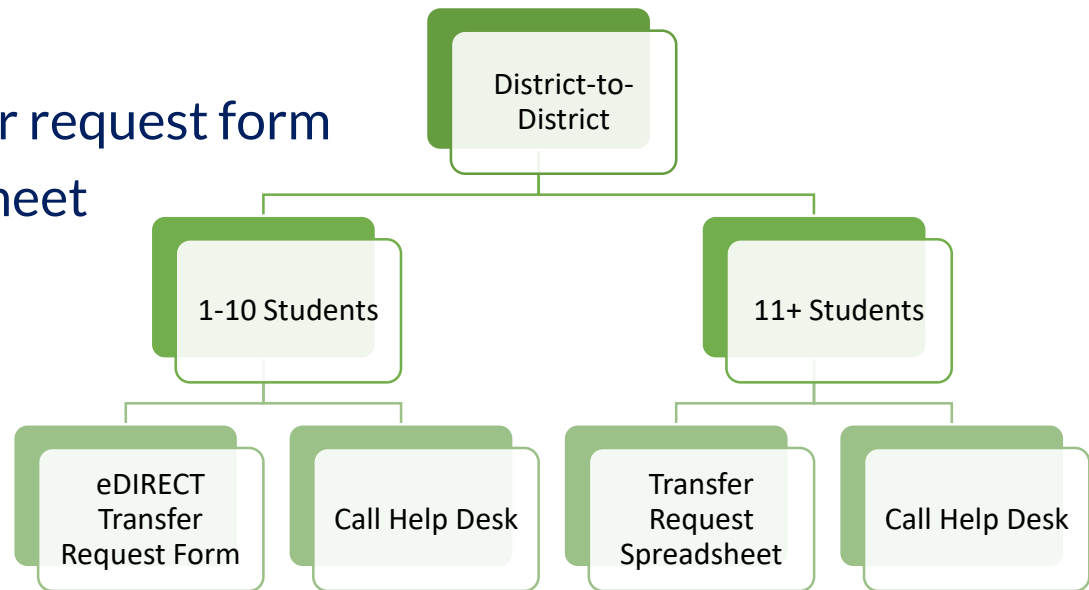


# Request a Student Transfer District-to-District

**UPDATED!**

There are three ways to request a student be transferred into your district:

- Use the eDIRECT transfer request form
- Use the transfer spreadsheet
- Call the Help Desk



See *The eDIRECT Guide* for step-by-step instructions and the Testing Scenarios Table in the appendix for more information of student transfers.



# Test Sessions

Reminder

**February 25 – March 1**

DRC will automatically put all students into grade level test sessions by school



**March 5**

DACs may begin to make changes to test sessions, create different test sessions, and manually add any new students to test sessions.

Districts must NOT create test sessions prior to March 5.



# Not-Tested Codes (NTCs)

Reminder

**Participation** Is a requirement for students in tested grades

- All students in grades 3-8 and 10 need to participate in appropriate content area exams (Forward or DLM)
- Students that are not able to be tested must have a NTC entered in eDIRECT

**NTCs** Information in The eDIRECT Guide and TAM

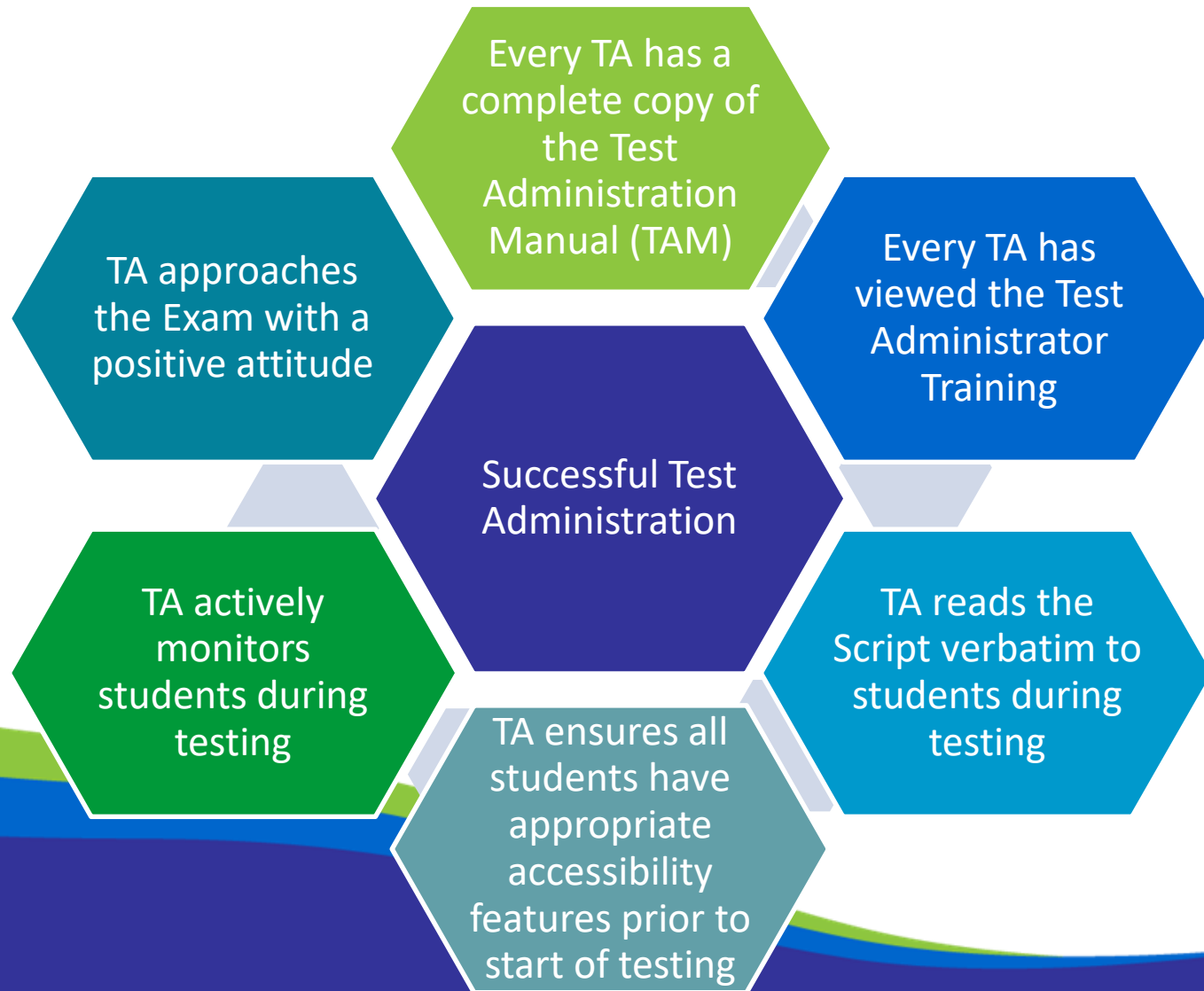
- List of NTCs, their description, and information about appropriate use of each
- Students must be in a session to apply or view NTC
- Step-by-step instructions for apply NTCs

**DLM** Do not delete these students from eDIRECT

- Students taking the DLM test must have a NTC code of “ALT” entered in eDIRECT.
- If a student taking DLM is opted out by a parent the NTC code of “PAR” is entered into eDIRECT instead of “ALT”



# Test Administration



# Reopen/Unlock a Test

**UPDATED!**

Can I reopen (unlock) this student's test?

Student **accidentally** submitted the TDA before completed.

DAC may unlock (reopen) student's test.

Student has been in the test for more than 2 minutes  
Student has completed more than 2 items

Call DPI for Guidance

Student has been in the test for less than 2 minutes.  
Student has completed 2 or fewer items.

DAC may unlock (reopen) student's test. Student may only work forward from last item completed.

Student clicked through test without trying.

This test **may not be unlocked (reopened)**.  
Submit as is or invalidate.

See *The eDIRECT Guide* for step-by-step instructions to check the number of items completed and amount of time in test session.



# Purging a Test

Reminder

**The DAC must contact DPI about a purge.**

- Only DPI can give approval to DRC to purge a student test.
- Purging the test deletes all previous responses (in all sessions of that content area) and assigns a new password.

If a student started a test without the proper accessibility feature, possible options may include:

- Invalidate - due to misadministration
- Score as is
- Purge

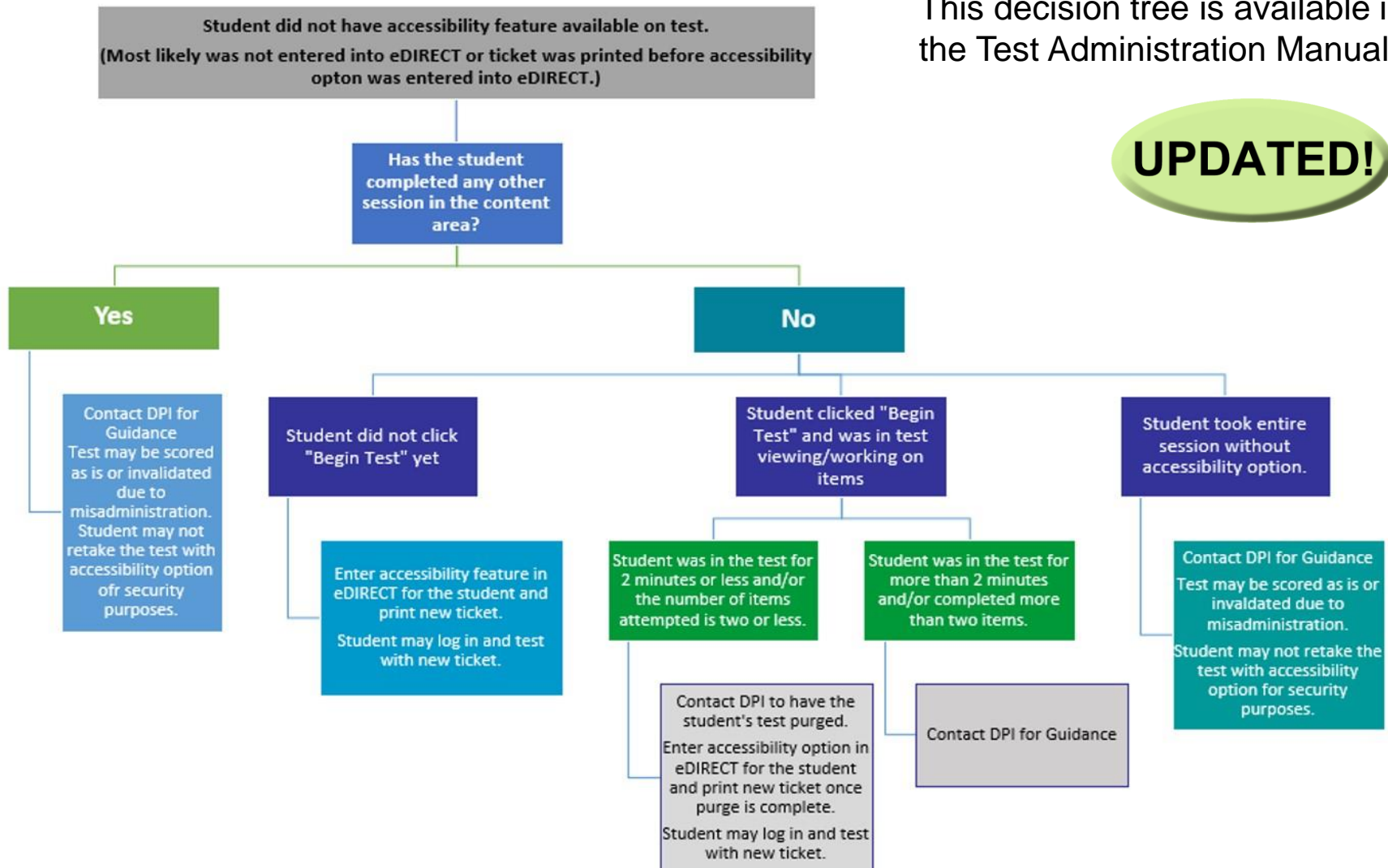
A test may only be purged if a student has completed two or fewer items in only one session of a content area and the duration of the test is two minutes or less.



# Student Started Test Without Appropriate Accessibility Feature

This decision tree is available in the Test Administration Manual.

**UPDATED!**





# Invalidation

Reminder

## Invalidations Performed Due to:

- Test Security violations/irregularities
- Student used inappropriate accessibility feature/was not provided assigned feature
- Student deliberately does not attempt to respond to questions (there is no option to reopen in this scenario, retesting is not permitted)

## Results of Invalidation:

- Entire content area will be invalidated and not scored (ex. all of ELA, not just 1 session within ELA)
- DAC must enter non-tested code of “INV” in eDIRECT for affected content area(s)
- Student will count as a non-test participant for that content area

**A Test Security Incident Report Form** must also be completed and submitted to DPI.



# Ensure Testing is Complete, Data are Accurate

UPDATED!

All Applications ▸

Report DeliveryManage ReportsStatus ReportsView ReportsWI Forward Reports









## Status Reports

\* Indicates required fields

Administration  
Wisconsin Forward Exam Spl ▾ \*

District  
(All) ▾

School  
(All) ▾

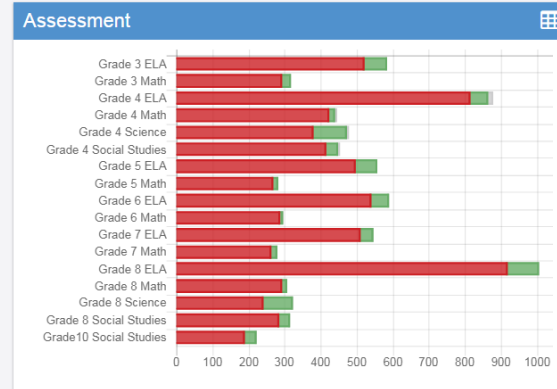
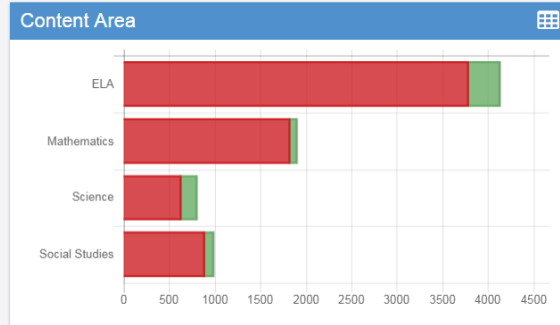
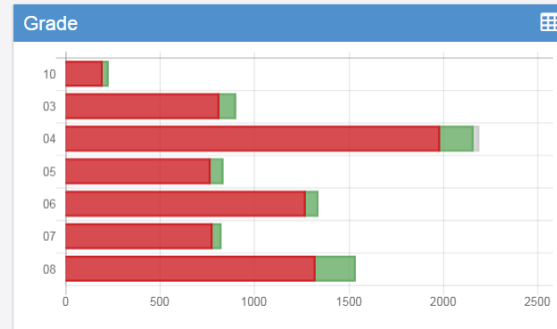
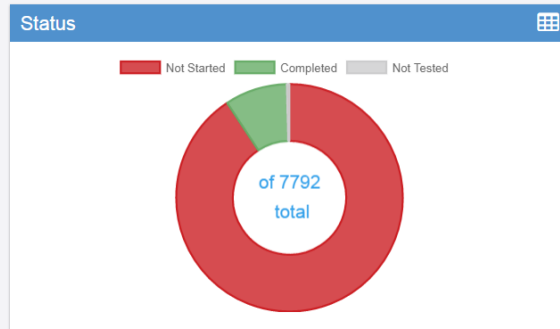
Reports		
Title ▲	Description ▲	Action
Daily Cumulative Student Status Report	Displays all students in a test session, regardless of whether they have started the test session or not. Shows the test status for each student, including start and submit times, the ticket status, assigned accommodations and has a comment field.	
Daily Student Status Report	Displays each student that logs into a test. Shows the test start and submit times, test ticket status and has a comment field. This report does not contain any cumulative test activity for the student.	
Daily School Resets Report	Displays information about schools that have unusual reset/unlock activity.	
Daily Student Resets Report	Displays information about students that have unusual reset/unlock activity.	
Daily Excessive Logins Report	Displays information about students with unusual login activity. Shows the number of times the student logged in, as well the cumulative result of all attempted logins by the student.	
Daily State Summary of Test Times Report	Displays the duration in which students completed the test. This report shows district-wide data for each grade and content area.	
Weekly District Report	Displays the number of tests started and ended at a district level for each week of testing.	
Daily District Report of Testing Status by School	Displays the number of tests started and ended for a district and school, or a grade and subject level.	



# Ensure Testing is Complete, Data are Accurate

Reminder

## Student Status Dashboard



## Student Search Results

Export to CSV

Note: Times are displayed in Central Time

Last Name	First Name	Grade ...	Content Area	Module	Assessment	Status	Start Time	End Time	Duration
Adler	Babak	04	ELA	Grade 4 ELA - ...	Grade 4 ELA	Not Tested			
Adler	Edith	05	ELA	Grade 5 ELA - ...	Grade 5 ELA	Not Started			
Adler	Nickolaus	07	ELA	Grade 7 ELA - ...	Grade 7 ELA	Completed	03/27/2018 8:46 AM	03/27/2018 10:32 AM	1 Hour 46 Minutes



# End of Testing Survey

Reminder

## Forward Exam After Testing Survey - 2018-19

This survey is designed to gather feedback from public and choice schools about the 2018 Forward Exam Test Administration. This includes experiences with eDIRECT, INSIGHT, resources, trainings, the DRC Help Desk, and more. We welcome feedback from district or school personnel that interacted with the Forward Exam in any way such as Assessment Coordinators, Technology Coordinators, and Test Administrators/Proctors. Please help us improve your testing experience by completing this survey by May 24, 2019.

Please note there is a separate survey for private schools/districts.

NEXT

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Google Forms

- DPI looks at all of the surveys and reads each and every comment!
- We appreciate your comments/feedback and make changes where able.
- Survey open March 25-May 25
- Should be completed as soon as you finish testing
- All staff involved in testing should complete survey (TAs, DACs, SACs, DTC, STCs)
- Link to survey will be in the DAC Digest (be sure to send link to all staff)



# Forward Exam Reports

Reminder



The screenshot shows a 'Student Report' for the Wisconsin Forward Exam. It includes student information, a performance level table, and a section about the exam.

**WISCONSIN Forward Exam** Student Report

Student Name: Student Name, Student Name  
Grade: 8  
Date of Birth: XX/XX/XXXX  
Local Student ID: 1234567890  
School: Wisconsin School  
District: Wisconsin District  
Test Date: Spring 2018

**Student Performance Level**

	Below Basic	Basic	Proficient	Advanced	State Percentile Rank
English Language Arts Grades 3-8			✓		99
Mathematics Grades 3-8				✓	99
Science Grades 4 & 8			✓		99
Social Studies Grades 3-8			✓		99

**About the Wisconsin Forward Exam**  
English Language Arts, Science and Social Studies  
The Wisconsin Forward Exam assesses student achievement in English Language Arts (ELA) and Math, Science, and Social Studies for students in grades 3-8. The Wisconsin Forward Exam is a computer-based assessment that measures student achievement in English Language Arts (ELA) and Math, Science, and Social Studies for students in grades 3-8. The Wisconsin Forward Exam is a computer-based assessment that measures student achievement in English Language Arts (ELA) and Math, Science, and Social Studies for students in grades 3-8.

**Purpose of the Forward Exam**

## Reports

- Electronic Reports
- Individual Student Reports (ISRs)
- Rosters
- Summary Reports
- Hard Copy Individual Student Reports (ISRs)

## User's Guide to Interpreting Reports

Wisconsin Forward Exam

Spring 2018  
Wisconsin Department of Public Instruction  
Version 1.0 | June 22, 2018

## Resources

- User's Guide to Interpreting Reports
- Handout – “What is an ISR?”
- Sample Parent/Guardian ISR Cover Letter

<https://dpi.wi.gov/assessment/forward/data>

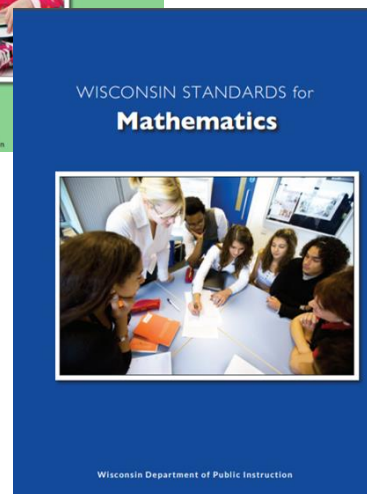


# Communicating Data and Results

DACs/SACs are responsible for ensuring all staff know how to read and understand the data and results for the Forward Exam at the level they have access.

Make sure staff know:

- About the *User's Guide to Interpreting Reports* and where to access it.
- The information on the ISR ties back to the standards documents so they are more informed when speaking to parents.



Reminder



# DRC Contact Information

## Wisconsin Forward Help Desk

800-459-6530

[WIHelpDesk@datarecognitioncorp.com](mailto:WIHelpDesk@datarecognitioncorp.com)



# DPI Contact Information

## **Alison O'Hara**

Forward Exam Program Manager

[alison.ohara@dpi.wi.gov](mailto:alison.ohara@dpi.wi.gov)

608-266-5182

## **Jennifer Teasdale**

Forward Exam

Education Program Specialist

[jennifer.teasdale@dpi.wi.gov](mailto:jennifer.teasdale@dpi.wi.gov)

608-266-5193

## **Phil Cranley**

Data, Student Demographics, and Privacy Issues

[philip.cranley@dpi.wi.gov](mailto:philip.cranley@dpi.wi.gov)

608-266-9798

## **Duane Dorn**

Test Security and Choice students

[duane.dorn@dpi.wi.gov](mailto:duane.dorn@dpi.wi.gov)

608-267-1069

If you are not receiving the assistance you need from the helpdesk - please contact DPI - (Alison or Jennifer) so we may help get your situation resolved.





Please send questions  
you may have after  
viewing this video to  
Alison or Jennifer, or to  
[osamail@dpi.wi.gov](mailto:osamail@dpi.wi.gov)

